

## 2022/23 Pupil Premium Report

### Range High School



Headteacher	Michael McGarry
School URN	137612

### Report Context and Introduction

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Range is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained.

The funding awarded to schools to help fund projects and strategies to close the gap is as follows:

- Those who have been in receipt of free school meals at any point in the past 6 years (Ever 6 FSM)(£935 per child)
- Those who have been continuously looked after for the past six months (LAC) (£1900 per child)
- Those who are adopted from care under the Adoption and Children Act 2002 or those who have left care under a Special Guardianship or Residence Order (Post-LAC)(£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

**2022/23 Key Pupil Premium Information**

2022/23 Key Pupil Premium

Pupil Premium Coordinator	Mr Thomas Dolly (Deputy Headteacher)	Date of last Pupil Premium Review	20/03/2019			
Pupil Premium Link Governor	Clare Gaskell	Date of next Pupil Premium Strategy Review	30/11/2022			
Is the website up to date?	Yes	Date of when the website was last updated	30/11/2022			
Pupil Premium Summary		Current Pupils	Number of pupils funding is based on		Difference	
Number of Ever6 Pupils		141	129		-12	
% of cohort and FSM level		12.6%	LOW	13.9%	LOW	1.3%

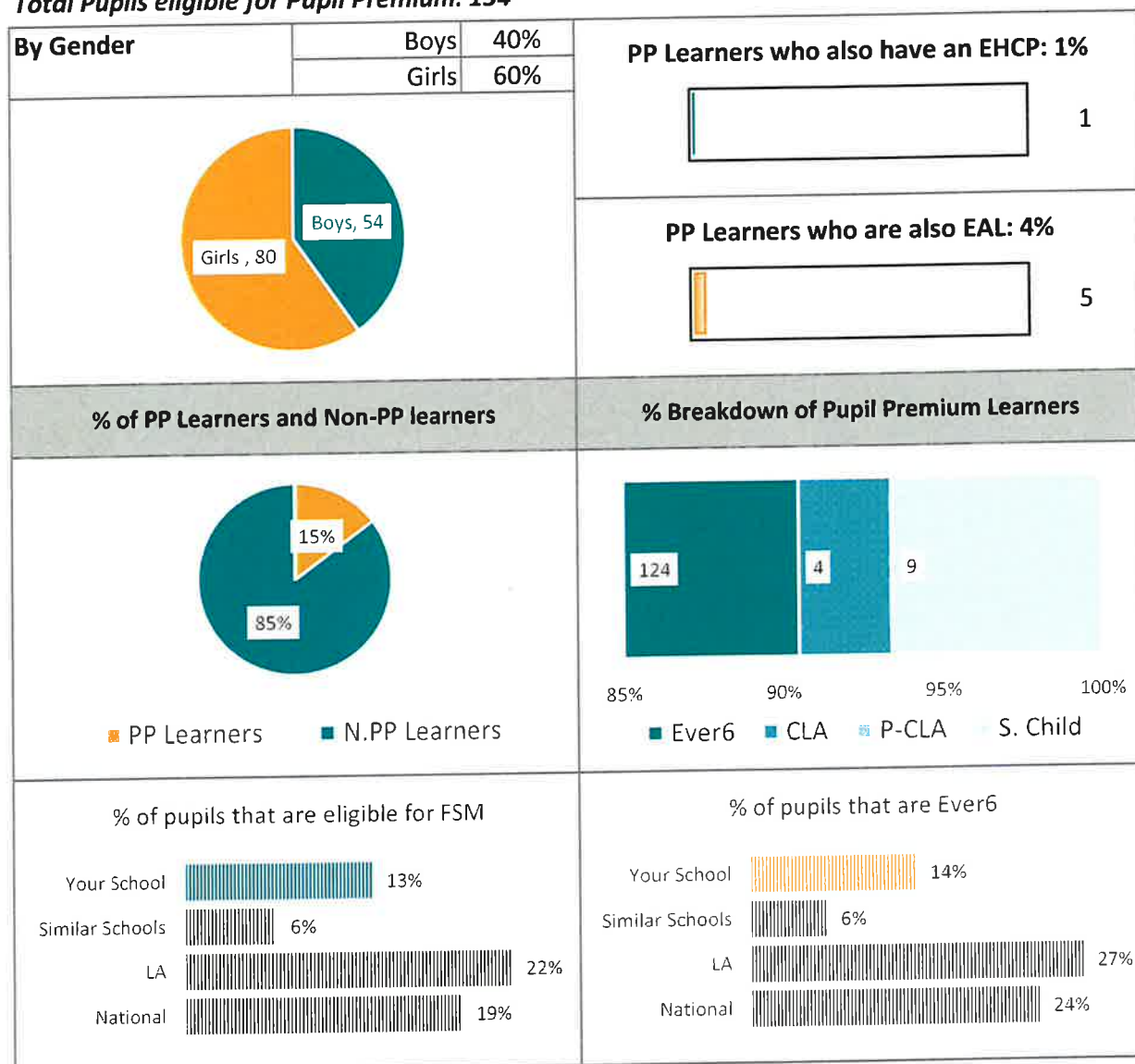
**Pupil Premium (PP) Learners By Year Group**

	All Pupils	Total Pupils eligible for PP	% of pupils eligible for PP	Breakdown of PP learners				
				FSM Pupils	Ever6 Pupils	CLA Pupils	Post CLA Pupils	Service Children
Year 7	158	23	15%	22	22			1
Year 8	184	30	16%	27	27			1
Year 9	171	27	16%	24	28			1
Year 10	199	30	15%	22	26	2		4
Year 11	195	24	12%	20	21	2		2
<b>TOTAL</b>	<b>907</b>	<b>134</b>	<b>15%</b>	<b>115</b>	<b>124</b>	<b>4</b>	<b>0</b>	<b>9</b>

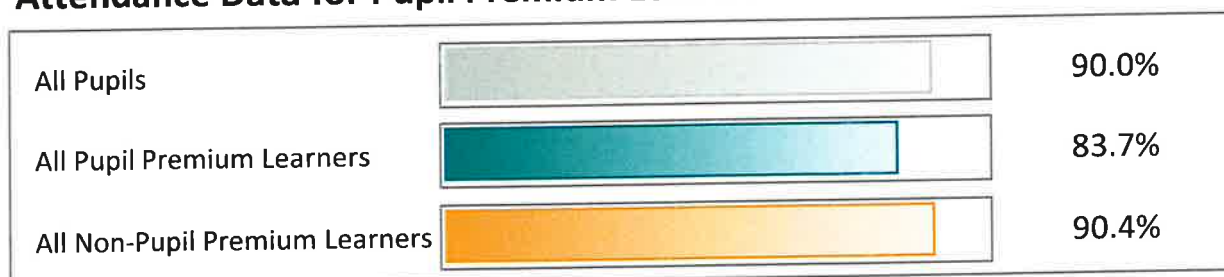
*1 Disadv. pupil is equivalent to 0.1%*

## Pupil Premium Learners By Characteristics

**Total Pupils eligible for Pupil Premium: 134**

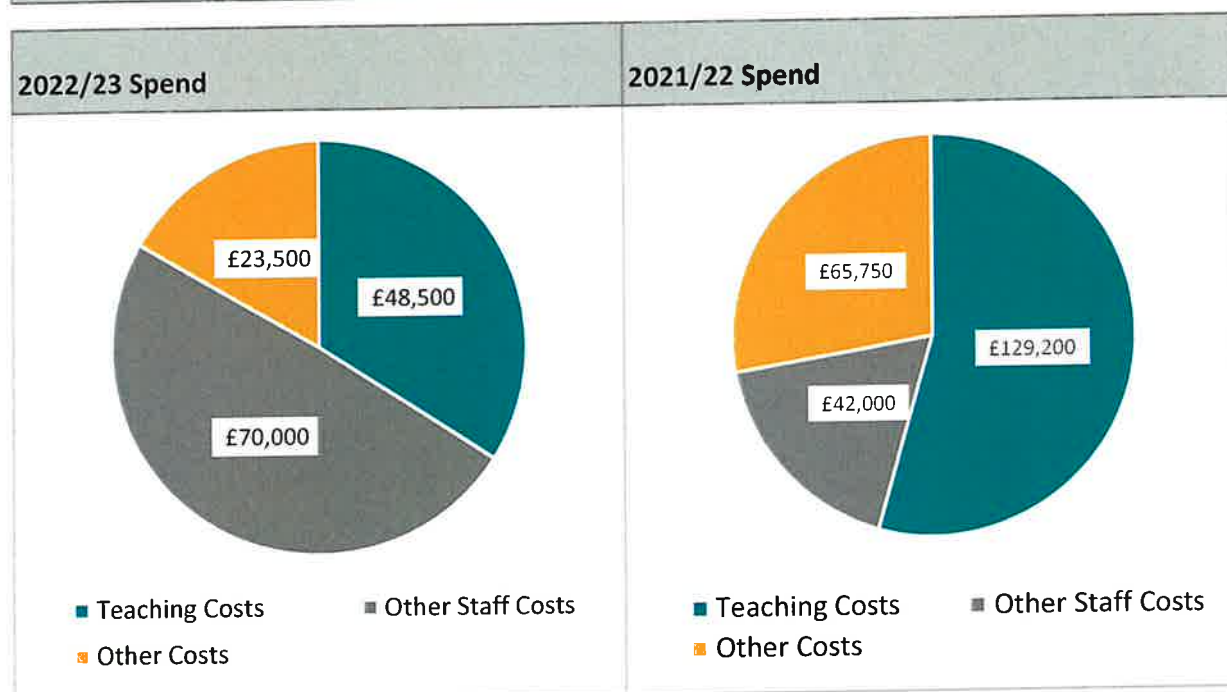


## Attendance Data for Pupil Premium Learners



## 2022/23 and 2021/22 Financial Summary

<i>Not including Recovery Premium</i>	2022/23	2021/22
Total Pupil Premium Allocation	£127,065	£101,708
Total Pupil Premium Expenditure	£142,000	£129,200
Surplus / Deficit	-£14,935	-£27,493





## Pupil premium strategy statement 2022/23

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022, the last academic year) to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Range High School
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 31 2022
Date on which it will be reviewed	April 28 2023
Statement authorised by	Headteacher and Trustees
Pupil premium lead	Mr Thomas Dolly (Deputy Headteacher)
Governor / Trustee lead	Clare Gaskell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	127065
Recovery premium funding allocation this academic year	37537
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-9831
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	154771

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



## RANGE HIGH SCHOOL

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
2	Attendance gap between disadvantaged students and their peers. Persistent absence for pupils in receipt of FSM was in the highest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. This gap persists in 2022.
3	Our assessments, observations and discussions with pupils and families, alongside interrogation of school data on behaviour, suggest our disadvantaged students are having greater difficulty adjusting to the new school routines and structures after lockdown.
4	Interrogation of Class Charts data and parental evening attendance shows lower levels of engagement for parents/carers of students who are disadvantaged.
5	Our assessments, observations and discussions with pupils and families, alongside interrogation of school data on extra-curricular clubs and visits show that we need to build the cultural capital of disadvantaged students through wider attendance at extra-curricular clubs and on visits.
6	Information regarding student destinations and discussions with disadvantaged students show that we need to further raise aspirations and enable access to the most competitive universities and helping students succeed when they get there.

# RANGE HIGH SCHOOL

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve progress measures for our disadvantaged cohort	Achieve the second quartile for progress made by disadvantaged pupils amongst similar schools
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve national average for attainment for all pupils Achieve average English and maths 5+ scores for similar schools
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improve attendance to at least the national average.
Raise the % of disadvantaged students entered for Ebacc	Increase percentage of disadvantaged students entered for the Ebacc to 25% in 2021/2 and close the gap to equal that of their peers in future years.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from surveys and teacher observations and a significant increase in participation in enrichment activities.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Class observations suggest disadvantaged pupils are more able to monitor /regulate their own learning. Supported by student responses to teacher feedback and self-improvement on work.
Improved reading comprehension among disadvantaged pupils across KS3.	Whilst the accelerated reading programme was disrupted by periods of lockdown, reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils.
Improved parental engagement with key school communication channels including 'School Cloud' and 'Class Charts'.	Parents attend virtual parent evenings and interact regularly with Class Charts - accessing announcements and monitoring student achievement, behaviour and homework.



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### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – delivery of metacognition, reading comprehension and feedback strategies through staff training, sharing best practice and effective quality assurance procedures.	Some disadvantaged students underperform academically EEF toolkit: Metacognition (+7 months), Reading Comprehension (+6), Feedback strategies (+6)	1
Deployment of HLTAs for small group interventions and classroom support of identified students.	Whilst reading age on entry is above national averages, our reading catch up programme was not able to be implemented as usual due to periods of school lockdowns EEF toolkit: Reading Comprehension (+6)	1
Joint INSET with local Secondary School on high impact teaching strategies.	EEF Toolkit - metacognition, self regulation, reading comprehension, feedback.	1
Staff CPD platforms purchased - National College and Responsive Teaching.	EEF Toolkit - metacognition, self regulation, reading comprehension, feedback.	1

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Whole school programme addressing literacy gaps - Accelerated Reader programme, Reading Challenge, Boy's Reading strategies, FT Reading programme	EEF Toolkit - reading comprehension	1
Implementation of our 'PRIME' strategy to raise profile of disadvantaged pupils in all lessons and in extra-curricular opportunities. Prioritise - Respond - Include - Mentor - Expect	EEF - Feedback +6 months	1,2, 5
Employment of HLTA with responsibility for whole school reading support	EEF Reading comprehension	1,2,5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £40,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase SEN capacity to target academic support and effective provision for disadvantaged students with special educational needs.	Slow identification of student needs due to lack of capacity. Need for better student information to underpin classroom teaching. Better home-school communication re SEND	1, 2, 4

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Study, Homework & Learning Support provision for students	Ensuring students are making academic progress following the lockdown period Closing identified gaps and 'lost learning' during lockdowns	1
Provide academic tutoring to students based on identified gaps in English, Maths, Science and the Humanities through the National Tutoring Programme and School Led Tutoring	One to one tuition EEF +5 months. High Impact.	1
Effective diagnostic assessment - Purchase of software licences to support diagnostic low-stakes assessment to diagnose learning gaps.	Ensuring students are making academic progress following the lockdown period Closing identified gaps and 'lost learning' during lockdowns	1
Year 10 Science PGL Catch Up Residential	Ensuring students are making academic progress following the lockdown period Closing identified gaps and 'lost learning' during lockdowns	1
Employment of whole school literacy HLTA and Reading co-ordinator with establishment of reading intervention hub	EEF Reading comprehension strategies	1
Pupil Premium Champion role for AHoY	EEF - Behaviour Interventions +4 months	1,2,3,4

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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the leadership capacity for closing the gap following our PP Review by: 1. SLT leadership - DHT 2. One PP Champion (AHoY) for each year group. 3. EEF training with local Research School.	PP Review 2019: "The PP Plan and targeted spending has not been focussed enough on actions that directly influence the outcomes for disadvantaged students. Senior staff and Governors need timely and detailed information regarding the progress of Pupil	1,2,3,4,5,6
Improve the attendance of disadvantaged students and reduce persistent absence (new attendance SLA and appointment of a dedicated attendance officer within school).	Attendance gap between disadvantaged students and their peers	2
Improve home-school communication for disadvantaged students including ongoing use of Class Charts	Ensuring parental engagement levels are maintained	1, 4
Continue development and implementation of new behaviour policy and enhanced pastoral TLR structure (DfE Behaviour Hub) including additional capacity on SLT	Deficiencies in House system in meeting year group academic and pastoral needs.	1,2,3,4,5,6

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Targeted counselling and mentoring sessions for students delivered by a dedicated team. Redeployed to new year group structure from 2021 onwards.	Concerns around anxiety and safeguarding issues following the lockdown period. Some disadvantaged students suffer with mental health or wellbeing concerns.	1
Increased motivation and engagement through extra-curricular participation (led by new AHT with responsibility for personal development) and enrolment in the Brilliant Club	Building the cultural capital of disadvantaged students through wider attendance at extra-curricular clubs, visits. Raising aspirations and enabling access to the most competitive universities and helping students succeed when they get there.	5,6

**Total budgeted cost    £138,450**

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### Externally provided programmes

Programme	Provider
LFC Liverpool Foundation - Premier League Inspires programme for cohort of students Using the power of the Premier League &	Liverpool Foundation (LFC)

### Services Child Premium

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Due to the relatively small size of the cohort, support is targeted on an individual level and included subsidised access to school trips and extra-curricular activities, provision of chromebooks and school led tutoring in addition to wider strategies that SP students would benefit from such as mentoring.
What was the impact of that spending on service pupil premium eligible pupils?	In 2022, Service Premium children in Year 11 (4) achieved a progress score of +0.73 (all pupils 0.08) An attainment 8 score of 45.74 (56.5) and 50% (66%) achieved 5+ in both English and Mathematics.



## Impact and Spend of the 2022/23 Pupil Premium Fund

Identified Barrier to learning	How we intend to overcome the Barrier	Our measure of Success
Disadvantaged students do not make as much progress as their peers	Improve progress measures for our disadvantaged cohort	Achieve the second quartile for progress made by disadvantaged pupils amongst similar schools
Disadvantaged students do not achieve the same attainment levels as their peers	Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve national average for attainment for all pupils Achieve average English and maths 5+ scores for similar schools
Disadvantaged students have worse attendance rates than their peers	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improve attendance to at least the national average.
There is a gap between the rate of entry of disadvantaged students and their peers to Ebacc subjects	Raise the % of disadvantaged students entered for Ebacc	Increase percentage of disadvantaged students entered for the Ebacc to 25% in 2021/2 and close the gap to equal that of their peers in future years.
Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period.	To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from surveys and teacher observations and a significant increase in participation in enrichment activities.
Our disadvantaged learners are less aware of their strengths and weaknesses and are less likely to understand how they learn and possess strategies for self improvement.	Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Class observations suggest disadvantaged pupils are more able to monitor /regulate their own learning. Supported by student responses to teacher feedback and self-improvement on work.
Literacy skills (reading ages are above national average in all year groups but tutor reading has not been taking place to the full extent since March 2020) and there is a gap between disadvantaged students and their peers	Improved reading comprehension among disadvantaged pupils across KS3.	Whilst the accelerated reading programme was disrupted by periods of lockdown, reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils.
Parental engagement	Improved parental engagement with key school communication channels including 'School Cloud' and 'Class Charts'.	Parents attend virtual parent evenings and interact regularly with Class Charts - accessing announcements and monitoring student achievement, behaviour and homework.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment has risen significantly from the last set of full external examinations (2019) alongside the percentage of disadvantaged students achieving Eng & Maths at 5+ but the gap between the overall progress of our disadvantaged students and their peers has returned to a similar level to that pre-pandemic. P8 in 2022 was similar to that in 2018.

#### Progress 8

2022 -0.93

2021 0.5 (TAGs)

2020 -0.21 (CAGs)

2019 -0.83

#### Attainment 8

2022 41.2

2021 44.3 (TAGs)

2020 41.26 (CAGs)

2019 31.60

Disadvantaged students EBacc average point score increased from 2.39 in 2019 to 3.49 in 2022.

#### Percentage of Grade 5+ in English and maths

2022 42%

2021 50% (TAGs)

2020 34% (CAGs)

2019 13%

The number of disadvantaged students achieving Grade 5 or above in English or Maths GCSEs rose from 6% in 2019 to 42% in 2022.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted over the course of the pandemic and afterwards, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. In preparation for the impact of this, we completed key changes to our School Leadership Team providing additional pastoral and attendance leadership capacity. We also completed the implementation of a new pastoral structure (house system to year groups) to create 5 new 'pupil premium champions' - one per year. In addition, in 2022 we joined the DfE's Behaviour Hubs, added key modules to Class Charts and finished implementing our new Behaviour policy. These are developments that we are continuing to embed in our new plan.

## KS4 Outcomes Trends, Forecasts and Targets

*Benchmarking data is the most recent from the DfE compare schools in England website*

	Pupils eligible for Pupil Premium (PP) in school		Pupils not eligible for Pupil Premium (PP)	
	2021/22 PP Results	2022/23 PP Forecast	School Non-PP Results	National Non-PP Average
Progress 8 Score	-0.93	-1.00	0.08	0.13
Attainment 8 Score	41.20	37.85	56.50	50.30
% of Pupils Entering the EBacc	21.0%	8.7%	46.0%	44.5%
EBacc Average Point Score	3.49	4.37	5.06	4.43
% achieving Grade 5+ in English & Maths	42.0%	30.0%	66.0%	49.9%
% Staying in Education or entering Employment	83.0%		93.0%	96.0%
<b>Progress 8 Score</b>  PP Results -0.93 PP Forecast -1.00 School Non-PP 0.08 National Non-PP 0.13		<b>Attainment 8 Score</b>  2021/22 PP Results 41.20 2022/23 PP Forecast 37.85 School Non-PP Results 56.50 National Non-PP Average 50.30		
<b>% of Pupils Entering the EBacc</b>  2021/22 PP Results 21% 2022/23 PP Forecast 9% School Non-PP Results 46% National Non-PP Average 45%		<b>EBacc Average Point Score</b>  2021/22 PP Results 3.49 2022/23 PP Forecast 4.37 School Non-PP Results 5.06 National Non-PP Average 4.43		
<b>% achieving Grade 5+ in English &amp; Maths</b>  2021/22 PP Results 42% 2022/23 PP Forecast 30% School Non-PP Results 66% National Non-PP Average 50%		<b>% Staying in Education or entering Employment</b>  2021/22 PP Results 83% 2022/23 PP Forecast 0% School Non-PP Results 93% National Non-PP Average 96%		

## Evaluation of 2021/22 Pupil Premium Spend and Actions

Barrier to learning that we targeted	How we intended to overcome the barrier	Were we successful and how was this measured
Variabilities in the quality of teaching have prevented disadvantaged students from making desired progress.	Variability is removed. All students have access to quality first teaching across the curriculum	Attainment has risen significantly but at the same time as gaps have remained constant for both attainment and progress. In 2022, an OFSTED inspection graded teaching and learning as GOOD.
Reading age of disadvantaged students lags behind that of their peers	Narrowed gap between disadvantaged students and their peers.	OFSTED, 2022, found that, "Reading is a priority for leaders ."
Disadvantaged students have higher rates of absence and persistent absence.	Attendance rates improve for disadvantaged students	Attendance data continues to show a significant attendance gap. This is particularly true of disadvantaged boys and their peers.
Some disadvantaged students have higher levels of disengagement than their peers as evidenced by class charts behaviour logs	Students are engaged as demonstrated by Class Charts data.	OFSTED, 2022, said, "Staff and pupils share the view that behaviour has improved... Pupils reported that lessons are rarely disrupted Pupils behaviour in corridors is generally calm."
Disadvantaged students have less access to resources to support home learning as evidenced by pupil surveys and contact with home.	All disadvantaged students have internet access and a laptop/chromebook.	Ongoing checking of access shows improved engagement with learning platforms.
Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.	All disadvantaged students have access to the school mentoring team and their wellbeing needs are identified and addressed.	The number of students exhibiting mental health issues and higher levels of anxiety continues to be an issue,